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ABSTRACT

Presented are some basic facts about the process of getting federal money for individual research projects, institutional activities, curriculum development, or other programs in higher education institutions. Some background is given on the purposes and history of federal grant monies, and steps in the proposal process are outlined: gathering information, visiting Washington, working with people on Capitol Hill, writing a proposal, and the proposal review and award. A glossary and brief bibliography are included, and a preliminary proposal outline and list of selected federal programs for colleges and universities are appended. (MSE)

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Federal Grants: A Basic Handbook

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September 1977

FEDERAL GRANTS: A BASIC HANDBOOK

by Kathryn Mohrman

with Myra Ficklen
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INTRODUCTION

Everything you wanted to know about grantsmanship but were afraid to ask?

Not really--no volume could possibly cover everything, especially on a subject as complex as federal grants. This publication is designed for the person who wants to know some basic facts about the process of getting federal money for individual research projects, institutional activities, curriculum development, or other programs in higher education institutions.

Perhaps the first question is: Should we get involved in federal grants at all? For some individuals and colleges, the answer is "no." The decision may be based on philosophical beliefs or the length of time it takes to get an application approved in many federal programs. Some institutions are selective in the grants they seek, choosing only those programs which allow adequate flexibility. And of course, it costs money to gather information and prepare proposals, regardless of the source of funds. But as one experienced fundraiser remarked, "It's your tax money. If you don't get your share, it will go to someone less deserving."

The decision to seek federal funds is an individual one for a researcher, faculty member, or institution. This book is designed to provide assistance to those who are interested in learning more.

PRELIMINARY THOUGHTS

HEW...EEOC...RFP...PHS...RIAS...FIPSE

Washington alphabet soup? Confusion on the Potomac? Perhaps, but federal grantsmanship is not as mysterious as it may appear.

Grants and contracts are the mechanisms by which the federal government buys the goods and services it needs to do its business and achieve national goals. These procedures produce everything from buttons to space shuttles, from pencils to a cure for cancer. Colleges and universities usually provide services to the federal government in areas that are determined to be in the national interest. For example, in the years after Sputnik, the country was concerned about the production of scientists and engineers; higher educational institutions used federal money to strengthen the academic programs they offered and increase the number of students graduating from them with expertise in scientific fields. Also in the 1960's Congress identified the need for more scholars who understood the languages, culture and history of the nations of Africa, Asia, and South America. Many universities, once again with federal money, established institutes and advanced programs in non-Western area studies. In both of these examples, the colleges and universities sold their services to the federal government to achieve an objective determined to be in the national interest.

But what is the national interest? Or, more accurately, what are the many national interests? The most simple definition could be, "whatever the President and Congress say they are." While the President and the executive branch define many areas of concern, the areas of national interest with greatest implications for colleges and universities flow from Congressional decisions, if only because the Congress has the ability to appropriate dollars to support principles. Thus the post-Sputnik effort saw fellowships for

new science courses, and summer training programs for elementary and secondary science teachers.

Federal priorities change, though, and appropriations (and therefore grants programs) change as well. Science projects today are directed more toward citizens than producing researchers; the needs of women and minorities have been recognized. Health care, energy, and the arts are among the national interests of the 1970's. New agencies have been created to reflect these topics, while other agencies have changed their missions.

WHAT FEDERAL GRANTS AREN'T Two misconceptions occur frequently on many college and university campuses. One is that federal money is basically free money for institutions to use for whatever they need to do. Not so, especially if you think of federal grants as a mechanism for selling services. Many grant programs of course, give an institution a great deal of flexibility in determining the uses for the money but few grants will support the general operating fund directly, pick up salaries of faculty members the institution would have to drop, or otherwise provide unrestricted support. Maintenance of facilities, routine expenses, administrative salaries, etc. are the responsibility of the institution. Federal money must be used toward some specific improvement.

The second misconception is the notion that federal money is tainted, that accepting a federal grant requires a compromise of moral standards. It simply isn't so. As one president noted, "It spends the same as any other money." At the same time, an institution must be careful about becoming dependent on federal grants; heavy reliance on outside support has caught some colleges in awkward circumstances. The best situation is one in which an institution can look upon federal grants as money allowing the college to advance its own programs and national interests simultaneously.

WHAT FEDERAL GRANTS ARE Federal money should help an institution do what it needs or wants to do anyway; grantsmanship should be part of the long range planning of a college or university. By identifying the existing strengths of the institution and determining the directions in which it should move in the years ahead, the astute administrator can determine which

grants programs are most appropriate for the institution.

Grants can determine institutional policy if the college does not set its own plan. An award for humanities curriculum development means that the offerings of the English and history and philosophy departments in the coming years will follow the pattern of the proposal rather than some other form. Resources in those departments devoted to the grant will not be available for other purposes. New courses in those departments are likely to have an effect on the offerings in other departments as well. Every application and every award determines the direction of the institution for the future--that's why it is so important to make sure each grant is consistent with the mission of the institution. Too many colleges have applied anywhere they think they can get money, finding themselves after several years with bits and pieces of programs that are unrelated to each other and to the institution as a whole.

Federal grants are not to be feared but neither should they be glorified. Carefully used, they can support and strengthen an institution's total program of activities.

GATHERING INFORMATION

Experienced grants getters know that good information is essential. The problem is finding those useful nuggets among all the paper the federal government produces. The bibliography at the end of this publication describes a number of resources; this chapter highlights a few.

GOVERNMENT PUBLICATIONS The federal grants bible is the *Catalog of Federal Domestic Assistance*, a hefty compendium of nearly every money-giving activity from sewer construction support to aid to dependent children. Entries include purpose and eligibility for specific grants, appropriations, number and size of awards in previous years, related programs, and so on. The *Catalog* is usually about a year behind, but remains the single best source of information on grants.

The *Federal Register* gives official notices, deadline dates, proposed and final regulations, and other announcements about numerous federal activities including many (but not all) grants programs. Well indexed, the *Register* is not as difficult to use as its bulk and frequency would indicate.

Agencies publish guides to programs, specific guidelines, telephone books, newsletters and other materials describing their activities. Annual guides to programs provide excellent descriptions of the agencies' activities; telephone books give a sense of structure and hierarchy as well as people to contact. It is important to get your name on the mailing list of every agency in which you are interested to receive materials as soon as they are published.

ASSOCIATIONS Most colleges and universities belong to a number of organizations, many of which provide information about grants opportunities. Some associations are groups of similarly structured institutions--American Association of Community and Junior Colleges or American Association of State Colleges and Universities are two examples. Other

organizations have people with common interests as their members. The Association of American Colleges, for example, is made up of colleges and universities with a concern for liberal learning; the Council for Advancement and Support of Education focuses on the specific functions of fund-raising and public relations. Other useful groups have individuals as members; American Association for Higher Education and the many disciplinary associations are obvious examples. These and similar groups, particularly those located in Washington, do monitor federal legislation and grants activities. Grants seekers should investigate the associations to which individuals, departments, and their institutions belong to discover the services available to them.

CONFERENCES Many of the groups that publish materials have annual meetings, workshops, or other sessions about grants. Private and profit-making groups also hold workshops specifically on federal grantsmanship. As you might expect, the quality of these sessions varies a great deal; check them out before paying your money. Many of them are advertised in *The Chronicle of Higher Education* or through the appropriate association.

PEERS Perhaps one of the best ways to learn about grants quickly is to visit someone in a similar position at a nearby campus. He or she can advise you on procedures, useful sources of information, grants received and how they did it, and give you the informal kinds of help that books can't provide. Conferences also bring the opportunity of meeting fellow grants seekers. Often these informal contacts can be more valuable than the conference itself.

ON YOUR OWN CAMPUS Most institutions have people experienced with grants. Development officers can assist with the general process of proposal development; business officers should be able to help with the budget. Many libraries get the

Federal Register and other publications. In addition, individual faculty members who have competed successfully for federal grants should be able to give you good advice.

TIMING

The need for good information gathering is critical; if you wait until an announcement for a program arrives on your desk, it's often too late to submit an adequate proposal. Grants competitions at HEW in particular are run with 45 days or sometimes less between announcement of the program and the deadline for application submission.

Experienced grants people begin their planning and information gathering well before the deadline or even the announcement of the program. Many grants for colleges and universities run on an academic calendar and are offered annually; an interested person can guess that an October deadline last year probably means a mid-autumn due date this year. (A quick phone call to the agency can confirm the suspicion.) Preliminary planning can begin by using the previous year's guidelines as a basis, with room for modification when the current year's regulations become available. Such planning is essential to produce persuasive proposals and strong projects.

Good information is essential for good grantsmanship. A judicious selection of materials from among those listed in the bibliography (and others) will provide much of the necessary information. Publications, however, cannot be completely current; nothing can replace up to date information from peers and especially from staff members in the granting agencies themselves.

VISITING WASHINGTON

People in the grants business agree that the expense of visits to Washington is money well spent. By meeting with program officers in Washington, faculty and administrators get first-hand information on current priorities, on the appropriateness of a specific proposal for the agency, and on the future directions of the program. In addition, the agency staff members learn more about your institution and its interests. The distance between Washington and your campus may determine the ways in which you maintain contact with federal agencies. Much of the information mentioned in the chapter can be obtained by letter or telephone. The important point is establishing contact with the program officers in agencies of interest to you.

WHO SHOULD GO

Most agencies that award money to colleges and universities are understaffed; consequently the program officers are overworked. To use their time most efficiently, they prefer to talk with someone who knows and understands the activity under discussion. If the purpose of the visit is discussion of a specific proposal, the best person to go is the principal investigator. The National Science Foundation and the National Institutes of Health are two agencies at which this rule is particularly applicable.

If the visit is more general--learning about the priorities of the agency, exploring the possible places for the institution to apply in the future--an administrator with a good sense of the entire college or university might be more appropriate. Courtesy calls for general visibility, especially if paid to high level officials in the agency, often are made by the president or other top administrators from the campus. The basic questions that must be answered are: What is the purpose of this visit? Who from the institution will be best able to accomplish the objective?

At times, of course, agency visits are made when an individual from the campus comes to Washington for another

reason. In such cases the representative has to speak for several different purposes, even if he or she is not the ideal person to do so. The visitor should be well briefed by the right people from the home campus; an unprepared individual may do your institution more harm than good.

BEFORE YOU GO Some common sense planning before arrival in Washington makes agency visits much more productive. It's silly to spend valuable time asking for information that is printed in official publications; a bit of homework on campus will allow you to ask informed questions and concentrate on the particular needs of your institution. Before visiting an agency, read over any statements that may be available about its mission and study the guidelines of the programs in which you are specifically interested. It is also useful to review lists of previous grantees, when available, to get a sense of the awards made in previous competitions. In addition to general information, look for answers to the following questions:

1. Does the mission of the agency correspond with the purposes of your institution or project?

2. Is your institution or project eligible? (Some programs are restricted to strictly undergraduate colleges, some to specific disciplines, some to individuals with PhDs.)

3. If there are stated priority areas, do they help or hinder your proposal? (Some programs earmark a certain percentage of funds to two year colleges, for example, or favor institutions serving large numbers of low income students.)

Common sense and courtesy require appointments in advance. Dropping in unannounced is dangerous; staff people may be in meetings, out of town, with other visitors, or simply too busy to give you the kind of assistance you want. If one of your purposes is discussion of a particular proposal, it is smart to send an abstract and budget outline to the program officer in advance. He or she can comment

more thoughtfully with some advance preparation.

AT THE AGENCY A major objective of a visit is learning more about the agency than its printed material tells. Often priority areas listed in the guidelines are not really equal in practice. In several agencies, staff members have indicated that certain topics, included to reflect legislative intent, are unlikely to receive anything more than minimal recognition in the grantmaking process.

Perhaps the greatest value of an agency visit is learning what directions the program might take in the future. Will priority areas change? Is the appropriation likely to be higher next year? Is the authorizing committee critical of the program or the agency? What ideas have been worked to death in recent years? What new ideas seem to be emerging? Have the current set of needs been met? Is the agency looking for nationally innovative projects? Is there a growing emphasis upon women? minorities? the handicapped? urban areas? rural areas? energy conservation? community involvement? What have been the greatest weaknesses of proposals in the past? What do reviewers seem to favor? What aspects of your specific proposal should be strengthened? In general, what suggestions does the staff person have for future applicants?

RIGHT TO KNOW When making an inquiry by letter, telephone, or personal visit, you have every reason to ask for the following information:

1. Current guidelines - and get on the mailing list for new ones
2. Application forms
3. Current appropriations
4. Number of continuation grants and number of new grants expected in the current year, and dollars for each
5. The number of applicants and the number of awards in previous years
6. Names of grantees in previous years
7. Copies of successful proposals (usually upon payment of a copying charge)

8. The comments of reviewers on your own proposal (available only to the principal investigator)
9. Eligible and ineligible categories of support

NO RIGHT TO KNOW While a great deal of information is public knowledge, there are some areas that are protected. One of these areas is personal information about grantees, including salaries of specific individuals. (You can find out how much money was requested for all professional salaries on a grant but no more detail than that.) Other personal topics are similarly protected.

A second restricted subject is the review panel that considered your proposal. As noted above, you are entitled to know what the reviewers said but not who said what. NSF will give you the verbatim comments on the score sheet but only with the names blocked off. Some people in the grants business expect, however, that the names of reviewers may become public information in the future.

A final area of limited information is the status of a proposal in the review process. Many staff members are happy to talk with you about your ideas before the deadline date and about the reasons for rejection or acceptance after awards are made. In the intervening period it really isn't kosher to inquire if your proposal is in the final round, etc. If the agency staffer volunteers the information, fine - but don't ask unless you have a crisis situation on campus.

AFTER THE VISIT A personal visit should be the first in a series of moves to develop a continuing relationship with a federal program or agency. Beyond the simple courtesy of thanking people for their time, the next step depends on the institution's needs. If the purpose of the visit was inquiring about the appropriateness of a specific project, the logical move is developing a preliminary proposal that reflects the suggestions of the program officers. If the visit was a get acquainted call, some detailed information about your institution may be in order. If the visit was an exploration of priorities for the agency, a possible follow-up could be an abstract of a project that fits the priorities you uncovered.

Without making a pest of yourself, keep in touch with the person you visited (unless, of course, he or she was hostile or uninformed or unhelpful--it happens). Agency staffers are often more likely to give somewhat inside information over the telephone if they know the person to whom they are speaking. Ask about the review process in the upcoming competition, the matching requirement, the number of applications expected. Reasonable questions are quite appropriate and also remind the program officer of your existence.

You might also keep him or her more generally informed of what's happening on your campus by mail. Did you hold a weekend conference on a topic of interest? Send a program or newspaper clipping. Are you instituting a new course sequence? Forward the syllabus. Did the president make an insightful speech? A summary might be appreciated. Keeping in touch can even mean extending an invitation to visit the campus or participate in a program. In many cases, the government will pay travel costs, especially if the individual can combine the visit with other agency business.

Visits to agencies are valuable, not only for the information acquired during the visits themselves, but also for their potential for developing into fruitful long range relationships.

WORKING WITH THE HILL

You and your institution are constituents of your Senators and Representative; as such, you are eligible for certain kinds of information and service from Washington. Working with the Hill, though, is a two-way street. You can provide information and assistance to your elected representatives as well.

DETERMINING POLICY AND PRIORITIES Senators and Representatives make policy and appropriate money for higher education activities. Through the legislative process, they set priorities, determine appropriate federal activities, and decide how much to spend for these programs. What they can do for you, then, is support those activities which are in the national interest and are also beneficial to your institution.

Policies and priorities do not come out of thin air, however; they are based on the personal beliefs of Senators and Representatives, the ideas of their staff members, the issues raised in the press, the urgings of organized lobbying groups, and the concerns of constituents. Individuals and colleges and universities can work in the system in several ways including active participation in regional and national associations with appropriate interests. Although the higher education lobby in Washington has been criti ized in the past, it has become more organized within the last few years in presenting the case for support for colleges and universities by the federal government. Associations are only as strong as their membership -active involvement in such groups is one way to influence federal support for higher education.

Institutions should also get to know their own Senators and Representatives. The most effective contact is often through staff rather than the legislator, since staffers in many offices are responsible for following issues and working with constituents. (Senators in particular are dependent upon staff for such assistance.) Experienced grants officers will visit staff members on the Hill almost as often as they

visit program managers in the agencies.

FLOW OF INFORMATION One important function of Hill visits is giving staff members a sense of who you are and what your concerns are. On an initial visit, many campus representatives talk briefly about the general philosophy of the institution, who it serves, what its plans are for the next few years. Like agency people, Hill staffers are often interested in learning about one or two new programs or innovative approaches recently undertaken. A little homework is helpful--if you know your Senator has made a speech recently about the need for better health care, tell the staffer about your new medical technology sequence. If he is an advocate for the arts, describe the noontime concerts in the parks that a student ensemble has presented. Ask what special interests he has and emphasize those topics. The object is to develop a concern for your institution.

After a personal visit, many people send materials regularly to their representatives. It is important to remember that people on the Hill receive at least as much stuff in the mail as you do, so be selective about mailings. A judicious selection of articles from college or local publications, together with a brief but informative letter, will keep your Washington representatives up to date on college activities.

Thoughtful letters on policy questions are always appropriate, especially if you can emphasize the local impact of a proposed activity. "Additional funding for the education programs at the National Science Foundation, as outlined in H.R. 4444, will support 40 more grants in the Undergraduate Research Participation program. Last year, with a grant in the program, twelve of our brightest science students spent an entire summer doing original research and two have already published their findings." Senators and Representatives are more likely to support a bill that will help their districts or oppose one that will harm their constituents. You have a responsibility to give them such information.

But information goes both ways. Congressmen and Senators have good access to the wealth of materials the federal

government publishes. While you should get on mailing lists for the agencies that are most directly related to your interests, you can and should use your representatives for materials you can't locate or things you need in a hurry. Constituent service is a big part of every Congressional office. Use it, but do not abuse it.

CAN A CONGRESSMAN GET YOU A GRANT? Maybe--maybe not. A few higher education programs are political and Congressional influence makes a difference. Most of the programs, however, for research, curriculum, training or whatever that colleges and universities and their faculty members apply for are based primarily on merit.

One program officer tells this story with some annoyance. A consortium of over fifty institutions applied for a fairly large grant; the head of the consortium asked each institution to write to its representatives, plus the Commissioner of Education and the Secretary of HEW, about the importance of this program. Such letters are routinely sent to the agency involved for drafting of an appropriate reply, so the program officer found himself with over 200 letters to answer, all related to one grant! He concluded, "They got the grant but not because of any good feeling on my part." The consortium gained a grant but lost a friend.

Letters of support and information to the Hill are appropriate in moderation, but asking for pressure on the agency on your behalf from your Senators and Representative can be dangerous. Strong arm tactics often backfire. As one college president remarked, "You can ask your Congressman for pressure to help you get your grant, but you can only do it once."

But there are exceptions. Congressional offices can be helpful in breaking bureaucratic deadlocks or getting an answer when you have exhausted your contacts. For example, a faculty member from a New England institution was flying to Washington to hand deliver a proposal on the due date. Unfortunately he ran into a blizzard and was stranded in Albany, New York. He called the program officer in dismay and was reassured that his proposal would be accepted, due

to extenuating circumstances, if he could deliver it when the office opened at 8:00 a.m. the next morning. When he arrived the next day, however, he found that the application control center would not honor the agreement--"Rules are rules." After considerable fruitless effort, he called his Senator in desperation. His application was accepted.

Another faculty member wanted to get comments on the reasons his application was rejected. After three letters, two phone calls, and three additional calls from an association office over a seven month period, nothing happend. He called a staff member in his Senator's office, explained that he had been treated unfairly, and had a phone call from the head of the program within ten minutes.

OTHER CONGRESSIONAL ITEMS Grants lists are sent to Senators and Representatives several days before the awards are made public, allowing legislators to be the first to inform you of your grant. Obviously they are pleased that someone from their district is getting money and they can take some credit (justified or not) for the award. Some institutions have a practice of writing back and describing what they will do with the money, a good way of both reinforcing and informing the legislator at the same time.

Some colleges get free subscriptions to the *Congressional Record* from their Senators and Representatives. Others obtain copies of legislation quickly when the House and Senate Document Rooms are backed up. Copies of Requests for Proposals can often be had speedily through the services of a willing staff member.

An invitation to a legislator to visit your campus can be mutually beneficial. He or she gets recognition and publicity in the home district in addition to the chance to talk about the job. The college gets publicity as well, an interesting speaker (you hope), and a chance to inform the legislator about special activities and concerns.

Elected representatives have a responsibility to determine federal policies and funding for higher education programs. They can assist colleges and universities in obtaining information about legislation, program requirements and other

bureaucratic issues. At times they can solve serious problems, but heavyhanded tactics on behalf of a grant application often backfire.

Colleges and universities should keep their Senators and Representatives informed about the institution; they cannot act in your best interests if they don't know what those interests are. In addition, institutions can explain the benefits of certain programs, the impact of regulations, and the uses to which an individual campus puts the federal dollars it receives.

WRITING A PROPOSAL

The written proposal is the basis on which you compete for limited funds. It is also the stage of the grants process over which you have the greatest control. A good presentation, then, in the formal proposal is vital for the success of your project.

As Virginia White succinctly states, the function of a proposal is to show that:

1. A proposed activity is within the scope of the established objectives of the funding agency's program or stated purposes.

2. The action to be taken is valuable because it will solve an immediate problem or elicit fundamental information, or because it will extend existing knowledge and assist in the eventual solution of a problem.

3. The proposer is well acquainted with the "state-of-the-art"; that he knows what has already been done, is qualified to perform the described activity, and has access to the necessary facilities.

4. The importance of the anticipated results sufficiently justifies the time to be spent on it and the money it will cost.[1]

[1] Virginia P. White, *Grants: How to Find Out About Them and What to do Next*, New York: Plenum Press, 1975.

HOW TO DO IT Most federal grants have specific application forms with boxes and blanks to be filled in. Often such forms do not meet the needs of the applicant; they ask for information in a way that does not allow the proposer to present ideas in the most logical format. The narrative section is usually the heart of the proposal, however, and here the applicant has more control (sometimes limited only by a restriction on the number of pages).

There is no standard federal form for proposals, hence no magic formula. Regardless of the specific form used, however, the proposal should include these essential elements:

Abstract: Many federal proposals require a short summary on the cover sheet or a one page summary before the narrative. The abstract is often used by the agency to determine the appropriateness of the proposal for the program in question, to sort applications by subject, or even to weed out the weakest proposals. Obviously it's important to do a good job.

Statement of the Problem: Projects should address real needs; otherwise the agency should not be spending money on it. Any documentation you can give will demonstrate that the problem you describe really exists. And of course, the problem described should relate to the proposed project. "Over 20% of our students fail freshman English; therefore, we want to develop a new curricular design for this course." There is a danger in listing all of society's ills as the need; limit the statement of the problem to manageable items that relate to the project.

Objectives: Something specific should be accomplished by the project besides spending money. Statements of objectives should discuss something measurable, something you can point to as a specific accomplishment when the project has ended. Objectives can be statistical - "With our new curriculum, only 10% of the students will fail freshman English" or statements

of outcomes - "The Indianapolis Symphony will perform the suite that the composer will write with support of this grant." General statements about "improving higher education" are not objectives.

Activities: This section explains the design of the project including specific methodology to be used, schedules, transportation, resources, use of human subjects, and so on. This section must be adequately detailed to demonstrate that you know what you are doing. In this section, too, you need to justify the purchase of equipment (not looked upon favorably in many federal grants), rental of facilities, personnel requested, and so forth.

Evaluation: When the project ends, you must demonstrate whether or not it achieved its objectives. The nature of the evaluation, then, will depend on the kinds of objectives you have drawn. In addition, some federal programs place a much greater emphasis than others on evaluation, as indicated in part by the percentage of the total budget recommended for this component. In some programs it can be ten percent or more.

Congress is asking more questions these days about expenditures of public money, so agencies are asking applicants to provide evidence. General statements such as, "The students are enthusiastic and learning more in this new course sequence" is not enough.

Significance: This section relates to evaluation, of course, because achieving the objectives should "prove" something. Not achieving them may demonstrate something as well. The importance of the project could be local - providing summer research opportunities for the institution's science majors--or national--demonstrating the feasibility of a new method of economic analysis or developing a self-paced instructional text. If you are proposing a model project or an activity with potential national significance, be sure to include an explanation of the ways in which you will inform others of your

achievements.

Budget: Preparing the budget can often be harder than writing the narrative, particularly when the guidelines say "the budget should be appropriate for the proposed activities." Sometimes the guidelines will be more helpful, giving a maximum amount or a cost per student guide. If you need to get a ballpark figure for a total budget, you can look at previous awards for similar projects. Also, the *Catalog of Federal Domestic Assistance* gives figures on average grants and grant ranges for many programs.

Federal grants usually include indirect costs, an amount designed to cover real expenses (heat, business office, library resources, etc.) that cannot be charged directly to the grant. Indirect costs are usually determined as a percentage of salaries and wages, the exact figure negotiated between the institution and the agency. Many grants also use cost sharing or matching; both are forms of institutional contribution. Cost sharing can often be shown through donated services, in-kind contributions, or voluntary reductions of indirect costs as well as cash outlays. Matching requires dollar for dollar (or other ratios) funding by the institution; the National Endowment for the Arts is a heavy user of matching requirements.

You should check carefully for these and other budgetary restrictions. Many of the books listed in the bibliography are quite detailed on budget preparation. Also the business officer on most campuses should be able to assist in the preparation of budgets.

Credentials: Usually in an appendix, the proposal includes information on the key personnel for the project. These materials should be prepared carefully to relate experience directly to this particular proposal being written. Any old resume is not good enough.

TYING IT ALL TOGETHER A proposal can include all the sections described above and still not hang together. It is important that every item requested in the budget relates to the activities outlined; that the evaluation measures the objectives; that the activities fit the need.

Charts and diagrams are devices to help the writer organize a jumble of ideas into a logical proposal. In *Developing Skills in Proposal Writing*, Mary Hall suggests a series of columns labelled NEED, OBJECTIVE, PROCEDURE, EVALUATION. For every need listed, there should be at least one objective; for each objective, at least one specific activity (and probably more). Such a chart insures that all the pieces of the proposal really fit together.

FREQUENT SHORTCOMINGS Perhaps the most frequent problem in proposals is poor writing. It is almost impossible to discover a good project if it is presented poorly. Jargon, incorrect grammar, and lack of clarity hinder readers. Smart grantsmen ask others to read their proposals in draft; spouses, colleagues, secretaries, the head of the English department all can spot unclear writing and suggest ways of improving your application.

Another difficulty is jumping directly to specific activities without relating them to a problem or need. Reviewers are not likely to give you money to write a book because the world needs more books; they want to support publications that contribute new knowledge or help students learn better or develop new insights. A problem statement is vital.

On the other hand, some proposals never get specific about activities. By remaining at the level of abstraction, they fail to tell reviewers what would actually be done with the grant money. Since the words in the proposal are the only formal indication of your ideas, it is important to be clear and specific about your intended program.

Many proposals fail to show any sort of commitment to the project. Commitment can take many forms: letters of endorsement from university officials for a faculty member's research project, cost sharing or contribution of services on an institutional grant, willingness to support an activity from operating funds, or indications of other sources of support when the grant ends.

Agency people want grant activities to have the widest possible impact, yet the government is not willing to support a project forever. Some assurance that the activity will continue beyond the start up phase the government will support indicates greater impact. It also demonstrates commitment.

Many proposal writers are overly modest and fail to explain why their projects should be funded. Too often they leave to the reader a determination of the significance of the project instead of explaining it directly. When many people are competing for limited funds, proposal writers must present their ideas clearly and explicitly. Too often the readers can't see the implications of a project, particularly if local conditions influence its importance.

Proposal writing is really the setting down in clear English of careful thinking about a particular problem and the ways in which it can be addressed. Good proposals include a statement of need, objectives, specific activities, and evaluation, although the order and form these elements take vary with different agencies. Good proposal writing is the key to successful grantsmanship.

AFTER APPLICATION

Most federal programs require six months or more between the application deadline and the announcement of awards. In that period, proposals are screened, usually several times; budgets may be negotiated; legal checks made; and notification letters prepared and sent.

THE REVIEW PROCESS Applications are read and evaluated by staff of the agency and also by experts in the subject area of the proposal. Many agencies also have an advisory body that reviews applications; in some, the agency head makes the final decision. The procedures in each agency vary. In fact, they may even differ among divisions, so that the relative weight of the various review stages are different for different applications.

Staff screening comes first. In some agencies this level of consideration is primarily procedural--dismissing ineligible applications, sorting proposals by subject, preparing summaries, making certain the applications are complete. Other agencies use staff for more substantive consideration, either giving preliminary ratings or doing a second review after outside readers have evaluated the proposals.

The heart of the screening process in most federal programs is the peer review system in which knowledgeable individuals rate proposals for their scientific, educational, humanistic, etc. merit. Sometimes these individuals come together for several days to deliberate; sometimes the process is conducted by mail with each reviewer working independently. The scores are then tabulated by staff to determine which proposals have greatest merit. Other considerations come into play, too: geographic distribution, type of institution in some cases, previous awards to the same applicant and so on.

The appropriation level also determines who gets funded. In most cases, there are more good proposals than dollars available. Faced with limited dollars, some agencies fund only a few applicants but award the total amounts requested.

Others like to spread the wealth and give partial grants to more people. Still other agencies scrutinize each application individually for ways to trim budgets.

The National Institutes of Health have a two level process: "approved" and "funded." Proposals are evaluated on scientific merit with those judged of value receiving an "approved" rating. Applicants are notified of approval or disapproval at this stage. Funding is another matter however; money is distributed separately by starting at the top of the approved list and awarding actual grants; with limited funds, many proposals are approved but never funded.

Most federal agencies, however, approve only those proposals they are able to fund in a one step process. Thus the first indication of approval may be an inquiry from the grants and contracts office about budget items. For large or long range projects, a site visit may be a good sign. In any case, negotiation and approval of the technical aspects of the proposal follow review of its scientific or educational merit but precede official notice of the grant. (Of course, technical negotiations often occur throughout the entire grant period.)

THE AWARD

Although you may have indications of approval, or even direct statements from a program officer, the grant is not official until you receive a formal letter of award. It is unwise to order supplies, hire personnel or make other commitments until the grant is in hand. One institution learned the hard way. It had applied for remodeling assistance and, learning informally that the grant had been approved, began the work. Soon it learned that its actions violated the legal conditions of the award; the agency cancelled the whole thing. The moral of the story: Get it in writing.

A federal grant is a legal contract; you are obligated to produce what you proposed. Most agencies have grants administration manuals which spell out in great detail reporting requirements, record keeping, and other administrative procedures. In general, don't spend equipment money on personnel or trips to Europe without agency approval. Although few people have serious problems, a few universities have been

required to return millions of dollars to the government; one flagrant violator is now serving a two year prison term.

The selection process for federal grants seems unconscionably long to the eager applicant, but several levels of screening take place for merit and financial soundness. Once awarded, federal grants require careful administration according to procedures specified by the agency.

WHAT NOW?

If you've read this far, you are probably interested in seeking federal support for a research project, institutional innovation or some other activity. Armed with more advice than you probably want, you are ready to jump in. But where?

A strategy of gradualism is probably wise. For most projects, there is probably one agency that should serve as your primary focus. An historian seeking support for oral history research should turn to the National Endowment for the Humanities; a sociologist interested in developing courses in gerontology for social workers should look at the Administration on Aging. Institutional grants officers should probably isolate several high priority projects for the college for the first year and concentrate on those. The experience you gain in handling the first few proposals should make the others easier to do later on.

Grants seekers should always remember that the process is more than just raising money; it is support for specific projects that should advance the individual's knowledge or the institution's goals. If the grantsmen are not part of the policy making process directly, they should be conscious of tying their projects to the larger mission of the institutions they represent.

Successful grants getters take an active role in the whole process. Rather than waiting for guidelines to come in the mail, they look for indications of upcoming programs in proposed regulations in the *Federal Register*, in legislation in Congress, in publications on appropriate topics. They send abstracts of projects to program officers for suggestions well before the deadline; they develop and maintain good contacts in the agencies and on the Hill.

Grants go to significant projects. Successful grantsmen propose activities that are important to the local institution and often have potential impact for other people and

places as well. Good proposals explain the significance of the activities for which the applicant seeks funding.

Most of all, good grantsmen don't get discouraged. Your first proposal is quite likely to be turned down; odds in many programs are one in five or even higher. Request reviewer's comments, ask if you should resubmit; grit your teeth and improve your proposal. Every try improves your odds of getting funded.

Good luck!

GLOSSARY

AIDP	Advanced Institutional Development Program
ADAMHA	Alcohol, Drug Abuse and Mental Health Administration
Appropriation	Actual dollars allotted from the Treasury for an agency or program
Authorization	Legislative determination of how much money ought to be spent on an activity
CAUSE	Comprehensive Assistance for Undergraduate Science Education
CETA	Comprehensive Employment and Training Act
CFDA	Catalog of Federal Domestic Assistance
CFR	Code of Federal Regulations
Contract	An award made for an activity in which the agency spells out the details of the project and solicits bids
DOD	Department of Defense
ERDA	Energy Research and Demonstration Administration
ESEA	Elementary and Secondary Education Act
FIPSE	Fund for the Improvement of Postsecondary Education
FY	Fiscal Year
GPO	Government Printing Office
Grant	An award made for an activity in which specific ideas are initiated and defined by the applicant
HEA	Higher Education Act
IPA	Intergovernmental Personnel Act
ISEP	Instructional Scientific Equipment Program
LEAA	Law Enforcement Assistance Administration
NDEA	National Defense Education Act
NEA	National Endowment for the Arts
NEH	National Endowment for the Humanities
NIH	National Institutes of Health
NIMH	National Institute of Mental Health
NSF	National Science Foundation

OE	Office of Education
OMB	Office of Management and Budget
PHS	Public Health Service
RANN	Research Applied to National Needs
RFP	Request For Proposal
RIAS	Research Initiation and Support
URP	Undergraduate Research Participation

BIBLIOGRAPHY

ARIS FUNDING MESSENGER — $42.00 per year, Monthly

Academic Research Information System (ARIS)
P.O. Box 3044
Stanford, California 94305

This information system covers funding sources in the private and government sectors, and any policy changes that affect the awarding of research grants. Each month the ARIS Funding Messenger covers a different field - Humanities, Medical Sciences, Social and Natural Sciences - and outlines the funding institution; the names, addresses and telephone numbers of the program personnel; and deadline dates for each program. An application kit for each of the programs listed in the messenger is also available for $3.00 per kit.

AMERICAN EDUCATION — $13.50 per year, 10 issues

Superintendent of Documents
U.S. Government Printing Office
Washington, D. C. 20402

Contains short stories and articles on innovations at all levels of education and news bits on personnel changes, deadlines, and other recent Office of Education developments. Each issue also examines the funding record of one program in depth; once a year it prints a guide to all OE programs.

ANNUAL REGISTER OF GRANT SUPPORT — $52.50 per year plus $2.00 postage

ATTN: Order Department
Marquis Academic Media
Marquis Who's Who, Inc.
200 East Ohio Street
Chicago, Illinois 60611

Arranged by area of interest, this Register is a compendium of over 1,800 grant support programs of government agencies, foundations, associations, business and industrial firms, unions, and special interest groups. Updated annually, the Register summarizes the program purpose, eligibility, application information and deadline dates, and the grant amount and sponsor. Well indexed.

A PROCESS OF IDEAS, Jane C. Belcher and Julia M. Jacobsen — $ 8.75 per copy

Educraft, Inc.
P.O. Box 4126
Washington, D. C. 20015

A comprehensive guide which discusses the step-by-step phases in the developing of an idea to its ultimate funding. Examples of each section of a proposal are provided. Includes an extensive yellow pages section with samples of actual documents, excerpts from other publications, and a complete annotated bibliography.

CATALOG OF FEDERAL EDUCATION ASSISTANCE PROGRAMS — $ 5.55 per year

Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

Limited to programs in education, this catalog is a compendium which lists the agency, funding authorization, legislative reference and program description, and contact personnel. This volume reprints from the *Catalog of Federal Domestic Assistance* those federal programs which give support to education.

CATALOG OF FEDERAL DOMESTIC ASSISTANCE — $17.00 per year

Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

A basic loose-leaf manual with a comprehensive listing of federal domestic assistance programs, including eligibility, application procedures, deadlines, regional offices, and agency addresses. Programs are classified according to a standard numbering system. The *Catalog* is essential for anyone with interest in government programs.

THE CHRONICLE OF HIGHER EDUCATION — $20.00 per year, prepaid
42 issues

The Chronicle of Higher Education
1717 Massachusetts Avenue, N. W.
Washington, D. C. 20036

This publication provides a weekly coverage of campus issues that occur during the academic year, the Washington scene, and personnel changes in higher education. As a regular feature, it lists significant awards made by foundations and federal agencies in support of higher education. Valuable to every educator.

CONGRESSIONAL RECORD — $45.00 per year
Daily when Congress is in session

Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

The official record of House and Senate daily proceedings. It gives the complete floor debate, status of legislation, bills introduced, committee meetings, often the text of reports, etc.

DEVELOPING SKILLS IN PROPOSAL WRITING, Mary Hall — $10.00

Continuing Education Publications
Waldo Hall 100
Corvallis, Oregon 97331

This volume is one of the best general guides available. Outlines the phases in the development of an idea to writing the proposal. Includes various federal forms used in submitting the proposal and a proposal development checklist.

DIRECTORY OF RESEARCH GRANTS — $32.50 per year

The ORYX Press
7362 East Edgemont Avenue
Scottsdale, Arizona 85257

Brings together in one volume over 1,100 individual grants, of all subject areas, that are available through federal, state, and local government, foundations, educational institutions, private donors,

corporations, religious organizations, and labor unions. The *Directory* is organized by academic discipline and indexed by grant name, sponsoring organization, and types of funding sources.

FEDERAL NOTES — $48.00 per year

Federal Notes
P.O. Box 986
Saratoga, California 95070

A semimonthly newsletter which provides information on sources of federal funds for education, on current legislation, federal programs and deadlines, highlights on regulatory notes from the *Federal Register* and notes on upcoming events. It includes information on RFP's of interest to higher education.

FEDERAL REGISTER — $50.00 per year

Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

Published each working day, the *Register* covers federal agency regulations and proposed rule changes, guidelines for grant-making programs, and other legal documents of the executive branch. The *Federal Register* is often the first source of printed regulations and deadlines. An essential item for the grants library.

FEDERAL RESOURCES ADVISORY SERVICE NEWS NOTES — One free copy per member institution, $15.00 for additional copies per member, $40.00 non-members

Federal Resources Advisory Service
Association of American Colleges
1818 R Street, N. W.
Washington, D. C. 20009

This monthly newsletter examines selected federal funding sources for curriculum, faculty development, and institutional improvement in higher education. In addition, it provides program deadlines for the coming four months. Supplements to the newsletter analyze specific programs in greater depth or explore federal funding from a topical perspective.

FEDERAL YELLOW BOOK — $95.00 per year

The Washington Monitor, Inc.
201 Massachusetts Avenue, N. E.
Washington, D. C. 20002

A loose-leaf directory of more than 25,000 top people in the executive branch of the federal government. Provides detailed tables for all departments and agencies; has a complete listing of building locations and abbreviations and department information numbers. Updated at interim periods, but at least six times annually.

GRANTS ADMINISTRATION MANUAL — Free - upon request

ATTN: Publications
National Science Foundation
Central Processing Section
Washington, D. C. 20550

A collection of policies involved in the administration of grants by the National Science Foundation.

THE GRANTSMANSHIP CENTER NEWS — $15.00 per year
8 issues

The Grantsmanship Center
1015 West Olympic Boulevard
Los Angeles, California 90015

A news magazine providing information and guidance for those in higher education seeking grant support from both the government and the private sector. Valuable items in every issue.

HIGHER EDUCATION AND NATIONAL AFFAIRS (HENA) — Eight free copies to constituent members, $30.00 per year or $25.00 per year (2-5 subscriptions) for non-members

ATTN: Subscriptions
American Council on Education
Publications Division
One Dupont Circle
Washington, D. C. 20036

Complete, up-to-date data on education and federal activities.

HIGHER EDUCATION DAILY $260.00 per year

Capitol Publications, Inc.
2430 Pennsylvania Avenue, N. W.
Suite G-12
Washington, D. C. 20037

A daily newsletter on federal activities of interest to higher education. It contains interviews, reviews of speeches, etc., in addition to official notices. It also lists relevant RFP's. Worth the money if you want to follow the Washington scene closely.

HUMANITIES Free - upon request

National Endowment for the Humanities
Public Information Office
806 15th Street, N. W.
Washington, D. C. 20506

Coverage on the status and findings of activities and programs funded by the National Endowment for the Humanities. Articles often highlight specific grantees.

NATIONAL ENDOWMENT FOR THE ARTS GUIDE TO PROGRAMS Free - upon request

National Endowment for the Arts
Washington, D. C. 20506

Outlines the general requirements for assistance from the National Endowment for the Arts for individuals and organizations. Published annually, the Guide provides information on the eligibility requirements and methods of funding in each program area. State Arts Agencies, contact personnel, and a calendar of deadlines are also provided, along with complete, descriptive information on art publications and films of interest.

"PROGRAM PLANNING AND PROPOSAL WRITING" (Reprint) $.75 ea. (1-10 copies)
$.60 ea. (11-25 copies)
$.50 ea. (26-100 copies)
$.40 ea. (101 or more)

The Grantsmanship Center News
1015 West Olympic Boulevard
Los Angeles, California 90015

Suggests a basic planning format for all proposals. Covers each vital section of the proposal from the proposal summary to future funding and budgeting; provides examples for budgeting preparation. A good brief introduction to proposal writing.

NATIONAL ENDOWMENT FOR THE HUMANITIES PROGRAM ANNOUNCEMENT — Free - upon request

National Endowment for the Humanities
806 15th Street, N. W.
Washington, D. C. 20506

Published annually, this announcement gives basic information on all programs in each of the Endowment's divisions. Includes a calendar of deadlines, staff directory, and listing of state-based humanities committees.

NATIONAL INSTITUTES OF HEALTH GUIDE FOR GRANTS AND CONTRACTS — Free - upon request

National Institutes of Health
Division of Research Grants
Room 2A-14
Westwood Building
Bethesda, Maryland 20014

The Guide is a periodically published newsletter which provides policy and aministrative information about grants and contracts awarded by NIH. Supplements are published by the respective awarding units of NIH and contain information on new projects, solicitations of sources, and requests for proposals.

NATIONAL INSTITUTES OF HEALTH GUIDE TO PROGRAMS AND AWARDS — Free - upon request

National Institutes of Health
Division of Research Grants
9000 Rockville Pike
Westwood Building
Bethesda, Maryland 20014

A compendium of the scientific programs of the various institutes of NIH. It is a guide for applicants in locating areas of interest and the National Institutes of Health contact offices for information about the application, award processes, and other requirements.

NATIONAL SCIENCE FOUNDATION BULLETIN — Free - upon request

Editor
National Science Foundation
Public Information Branch
1800 G Street, N. W.
Washington, D. C. 20550

Designed to provide summary information about the NSF programs, this monthly newsletter includes modifications to the National Science Foundation's fiscal year programs, program schedules and deadlines, and contact sources for brochures describing individual programs.

"WHAT MAKES A GOOD PROPOSAL?", F. Lee Jacquette and Barbara I. Jacquette — Free - upon request

The Foundation Center
888 Seventh Avenue
New York, New York 10019

1001 Connecticut Avenue, N. W.
Washington, D. C. 20036

A pamphlet which offers sound advice and checklist questions on what should be contained in a proposal. Examines briefly the features of a good proposal and the criteria used by foundations in assessing proposals.

"WHAT WILL A FOUNDATION LOOK FOR WHEN YOU SUBMIT A GRANT PROPOSAL?", Robert A. Mayer — Free - upon request

The Foundation Center
888 Seventh Avenue
New York, New York 10019

1001 Connecticut Avenue, N. W.
Washington, D. C. 20036

This pamphlet examines the preliminary steps in preparing a grant proposal and offers valuable information as to what is sought by the foundation staff member in reviewing a proposal.

APPENDIX I

PRELIMINARY PROPOSAL OUTLINE

The following form is a useful guide to writing out the skeleton of a proposal. This information is often enough to use in determining the appropriateness of a project for a particular agency.

Name:
Institution:
Department: Phone Number:

1. Title of Proposal:

2. Needs or problem the project will address:

3. Project goals and objectives:

4. Project activities and methodology:

5. Potential value or educational significance:

6. Relevant background (prior work done by proposer related to the topic; proposer's familiarity with current work in the field; relationship of proposed project to current knowledge):

7. Professional and non-professional personnel needed:

8. Facilities available for project:

9. Special Facilities, equipment, and/or materials needed:

10. First year budget (rough estimate)

a. Salaries	_____
b. Travel	_____
c. Equipment and supplies	_____
d. Services	_____
e. Other	_____
TOTAL	_____

11. Proposed starting date _____ Ending date_____
12. Vita of major personnel (degrees, year and institutions, major publications, prior research or project supervision):
13. Possible sponsoring agencies (if known) and/or agencies already contacted:

14. Additional information and comments:

APPENDIX II

SELECTED FEDERAL PROGRAMS FOR COLLEGES AND UNIVERSITIES

The following list includes the major agencies and programs making awards to individuals and institutions of higher education for research, curriculum, and institutional improvement. The numbers in parentheses are keyed to the *Catalog of Federal Domestic Assistance*.

HIGHER EDUCATION AMENDMENTS OF 1976

TITLE I - COMMUNITY SERVICE, CONTINUING EDUCATION AND LIFELONG LEARNING

- Part A - grants to colleges and universities to assist communities with local problems. Administered through the states (13.491)
- Part B - study, planning, and assessment of lifelong learning programs

TITLE II - COLLEGE LIBRARIES

- Part A - small grants to colleges and universities to purchase library materials (13.406)
- Part B - grants for training institutes, fellowships, and traineeships (13.468)
  - awards for research and demonstration projects related to the improvement of librarian training (13.475)
- Part C - grants to major research libraries (13.576)

TITLE III - STRENGTHENING DEVELOPING INSTITUTIONS

- Basic Program - institutional grants for a variety of activities, National Teaching Fellowships, Professor Emerti Awards to institutions outside the mainstream of higher education, particularly those serving minority and low income students
- Advanced Program - large, multi-year awards to the stronger "developing institutions" for activities to improve academic offerings, administration, and the financial stability of the school (13.545)

TITLE IV - STUDENT ASSISTANCE

Student Aid Programs - Basic Educational Opportunity Grants (13.539); Supplemental Educational Opportunity Grants (13.418); State Student Incentive Grants (13.548); Federally Insured Student Loans (13.460); College Work Study (13.463); National Direct Student Loans (13.471); Veterans' Cost of Instruction (13.540)

Trio Programs - Upward Bound (13.492); Talent Search (13.488), Special Services for Disadvantaged (13.482), and Educational Opportunity Centers (13.463) - institutional grants to provide counseling, information, remedial services, etc. to students from disadvantaged backgrounds

Educational Information Centers - new program to provide information and guidance about educational opportunities; administered through the states

TITLE V - TEACHER CORPS

assistance for programs to train education personnel (13.489)

Teacher Centers - for inservice training of elementary and secondary teachers (13.416)

Higher Education Personnel Training - grants for inservice training of education personnel from cultural or educational backgrounds which have hindered their achievement or who teach individuals from such backgrounds (13.417)

TITLE VI - INSTRUCTIONAL EQUIPMENT

Part A - grants for purchase of laboratory and special equipment

Part B - grants for purchase of audio-visual and instructional materials. Administered through the states. (13.518)

TITLE VII - ACADEMIC FACILITIES

grants for renovation and modernization of buildings for energy conservation, access for the handicapped and compliance with federal regulations. Administered through the states (13.457)

TITLE VIII - COOPERATIVE EDUCATION

grants for programs which alternate periods of academic study with periods of employment and for training, demonstration, and research projects (13.510)

TITLE IX - GRADUATE PROGRAMS

Part A - Public Service Education Program - institutional grants to strengthen programs in public service education leading to an advanced degree (13.555)

Part B - College Teacher Graduate Fellowships - fellowships to individuals planning to teach at the college level (13.407)

Part C - Public Service Fellowships - fellowships for graduate and professional study for individuals who plan to pursue a career in public service (13.555)

Part D - Domestic Mining and Mineral Energy Conservation Fellowship Program - fellowships for graduate study in domestic mining and mineral fuel conservation (13.567)

TITLE X - COMMUNITY COLLEGES

funds for state-wide planning and assistance to community colleges (never funded)

TITLE XI - LAW SCHOOL CLINICAL PROGRAMS

funds for a one-year law school clinical experience demonstration program. To be funded for the first time in FY 1978.

TITLE XII - POSTSECONDARY PLANNING COMMISSIONS PROGRAMS - INTRASTATE PLANNING

grants to postsecondary education commissions (1202 commissions) on a formula basis for coordination and planning postsecondary educational resources of the state (13.550)

OFFICE OF EDUCATION - OTHER PROGRAMS

BILINGUAL EDUCATION

awards for training personnel and for development of programs and materials in bilingual education for children pre-school through secondary (13.403)

ENVIRONMENTAL EDUCATION

support for research, development and demonstration projects on problems of environmental behavior and ecological balance (13.522)

ETHNIC HERITAGE STUDIES

grants for interdisciplinary programs, with community involvement, leading to better understanding of the culture and heritage of ethnic groups (13.549)

INTERNATIONAL PROGRAMS (National Defense Education Act)

fellowships for graduate students and teachers; grants for curriculum development for general education and graduate programs; exchanges of teachers and researchers; with special emphasis on non-Western languages and cultures (13.434 - 13.441; 19.101 - 19.102)

SPECIAL PROJECTS ACT (sections relevant to instutions of higher education)

Metric Education - grants for development and dissemination of materials to help individuals effectively use the metric system (13.561)

Gifted and Talented Children - awards for in-service training of educational personnel to work with gifted and talented; model projects focusing on gifted and talented in special areas such as handicapped, bilingual education, career education, etc. (13.562)

Community Education - grants to higher education institutions for development and expansion of in-service training programs for persons who work in community education and for development of training and curricula materials (13.563)

Career Education - training activities and demonstration projects involving career education for K-12 (13.564)

Consumer Education - model projects, short term preservice and in-service training, and activities for groups with special needs in areas in which consumers need more knowledge to make informed decisions such as finance and credit, product safety, legal rights, etc. (13.564)

Women's Educational Equity Act - projects of national significance which help alleviate sex discrimination in education; activities can include development of training modules, educational leadership programs, with small grants also available to individuals (13.565)

HANDICAPPED

awards for research and demonstration and training of personnel for programs dealing with education of the mentally and physically handicapped (13.443, 13.444, 13.450, 13.451)

HEALTH, EDUCATION AND WELFARE - EDUCATION DIVISION

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

institutional support for innovative projects which develop and demonstrate more effective approaches to the provision of postsecondary education (13.925)

NATIONAL INSTITUTE OF EDUCATION

educational research focused on education at all levels including basic skills, educational equity, education and work, dissemination and resources, finance and productivity, and school capacity for problem solving (13.950)

HEALTH, EDUCATION AND WELFARE - OTHER

PUBLIC ASSISTANCE TRAINING GRANTS (Title XX of the Social Security Act)

grants for training and retraining of social service agency personnel; administered through the states (13.772)

NATIONAL INSTITUTES OF HEALTH

awards for research in all fields affecting health, from birth to death (13.836 - 13.880)

OTHER HEALTH-RELATED PROGRAMS

the Public Health Service provides grants for training nurses and other medical personnel; special research and demonstration projects in alcohol, drug abuse and mental health (13.103 - 13.399)

OFFICE OF HUMAN DEVELOPMENT

grants for training, service delivery systems, research and demonstration and model projects in the sociological (non-medical) aspects of development from infancy through death (13.600 - 13.640)

NATIONAL FOUNDATION ON THE ARTS AND HUMANITIES

NATIONAL ENDOWMENT FOR THE ARTS

grants to institutions, state arts and agencies, and professionals in all fields of the arts for projects of artistic merit; categories include architecture and environmental arts; dance; music; expansion arts; visual arts, museums; literature; theatre; public media and other special projects (45.001 - 45.012)

NATIONAL ENDOWMENT FOR THE HUMANITIES

grants for individual research, curriculum development, historical projects, and programs in the humanities for the out-of-school public; humanities includes history, philosophy, languages, literature, linguistics, archeology, jurisprudence, history and criticism of the arts, ethics, comparative religion, and those aspects of the social sciences employing historical or philosophical approaches (45.104 - 45.129)

NATIONAL SCIENCE FOUNDATION

fellowships, research grants, student research, curricula projects, international projects in engineering, mathematical, physical, astronomical, atmospheric, oceanic, biological, behavioral and social science, as well as science education (47.009 - 47.053)